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ABSTRACT

This pamphlet describes the key elements necessary for a successful schoolwide or classroom-based tutoring program, explores the benefits for tutors and tutees, and explains the steps that are necessary for the effective training of tutors. The first section looks at peer and cross-age tutoring, including terms and definitions and the benefits of using students as tutors. The next section focuses on developing an effective tutoring program, including the keys to success, the 16 steps to getting started, and agendas for training tutors. The third section on frequently asked questions about tutoring covers location, classroom setup, length of sessions, tutor load, scheduling, transportation issues, materials, appropriateness of subjects, and credit for tutoring. (ND)

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FASTBACK

ED 408 283

Peer Tutoring for K-12 Success

Elizabeth S. Foster-Harrison

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Foster-Harrison has served as a governor's appointee to a statewide task force on volunteerism and has been widely recognized as a leading expert on tutoring. She received a bachelor's degree in education from Ohio University and a graduate degree in counseling from North Carolina State University.

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Peer Tutoring for K-12 Success

by
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Introduction

The opportunity to make a difference is present in every classroom, in every school, by providing opportunities for students to assist each other in learning. Tutoring makes the difference.

Students' failures can be turned into success by placing the responsibility for learning at the feet of all students. The research is clear about tutoring. It is one of the most effective instructional tools that can be implemented in schools today. Years of work have been dedicated to studying the effects of peer and cross-age tutoring on increased self-esteem, self-concept, and feelings of worth. The findings, replicated many times over, are clear: Tutoring works.

Peer and cross-age tutoring serves to strengthen both academic and social skills. The tutor gains the added advantage of being prepared for the tutoring role and, therefore, has an even greater potential for change and growth. The active learning that is involved in tutoring surpasses any passive approach to learning, including those using technological advances and strong teacher-directed lessons.

For any school that is seeking a way to reduce failure rates and dropout percentages and to enhance school

climate and opportunities for individual success, tutoring must become a natural part of the school program.

In addition, tutoring provides a strong learning model of mutual support. It is only when we learn to accept the help of others as readily as we give it that attitudes toward learning can change. To adopt tutoring as a schoolwide endeavor is to strive for a goal best stated as a truism: Once a tutor in school, always a tutor for life.

In this fastback I describe the key elements necessary for a successful schoolwide or classroom-based tutoring program. I also explore the benefits for tutors and tutees and explain the steps that are necessary for the effective training of tutors.

Peer and Cross-Age Tutoring

Tutoring always has been a fact of school life. Indeed, in previous eras when many children did not have access to formal schools, affluent families employed adult tutors to provide basic and advanced academic instruction to their children and, sometimes, to the children of their servants. Whether affluent or not, in most families and communities siblings and other relatives have always served as informal teachers. Even today, older siblings are likely to be drawn into service as tutors for their younger brothers and sisters for every subject from shoe-tying to multiplication facts. The bottom line, as a business leader would say, is that tutoring is teaching.

Terms and Definitions

Peer tutoring is instructional assistance provided by one student to another in the same classroom, group, or grade, usually for the general purpose of academic skill improvement. The word *peer* connotes contemporaries,

in tutoring parlance students who are in the same grade or no more than one grade higher or lower.

The *cross-age* descriptor, often used in tutoring, refers to students who differ in age or grade by several years. An example of cross-age tutoring might be a high school student tutoring a student in middle or elementary school. A middle-grade student tutoring an elementary student or a fourth- or fifth-grader working with a kindergartner, first-, or second-grader are other examples. Many people use *peer tutor* as a general term for any age group, as long as the tutoring is student to student. The use of adult tutors working with students would not fit the description of peer tutoring. (For information about cross-generational programs that include tutoring, see Fastback 402 *Intergenerational Education Programs*, by Dawn E. MacBain.)

The common term for the student who is the helper is *tutor*. The most recognizable term associated with the student being helped is *tutee*. When the word *tutee* is introduced to students, it often receives a few chuckles, because it sounds funny to many students. But when one tries to find another word that is a better descriptor, such as *helpee* or *counselee*, those terms seem even odder and less appropriate. Thus *tutee* is the common term heard most often when describing the student receiving help in the tutoring relationship, and so it is the term that I will use throughout this fastback.

Why Use Students as Tutors?

Numerous benefits to the classroom or group and to individuals can be gained from a peer or cross-age tu-

toring program. To begin, tutoring nurtures a sense of belonging. As a result of tutoring opportunities, students often develop a keener sense of community. They see the classroom as a place where teachers value the contributions of all students and acknowledge a need for the involvement of every student in the learning enterprise.

Tutoring develops both the academic and the affective. One of the reasons for the success of peer and cross-age tutoring programs is that students achieve common understandings among other students that are not similarly achieved in the formal student-adult teacher relationship. This happens as effectively between students of the same age as it does between students of different ages.

And the benefits work for both tutors and tutees. Tutoring helps both tutors and tutees to identify the strengths and qualities that make each one unique and special. Doing so promotes a sense of well-being and a desire to perform to the best of each person's ability.

Students who serve as tutors change and grow in competence, both in the subject area in which they tutor and in their social skills. Students who receive tutoring develop similarly. Indeed, many tutees understand concepts better when they are presented by another student, who may have more "kid-oriented" expectations and ways to teach and learn. The problem is not that adults are less able as teachers, but few are able to create the same kind of identity factor. Adults are likely to be less trusted as a friend, and so they are less likely to engage the same socialization forces that can support positive behavior among peers. Student tutors supply all of these factors.

The relationship that develops between tutor and tutee is an important component in the satisfaction and the accomplishments of both. The investment made by one young person in another is a testament for the tutee. It tells the tutee that learning is possible and that the school values the intelligence, initiative, and assistance of students. Tutees often go on to become tutors. The opportunity to accept responsibility for learning does not occur in the same manner with an adult tutor. Students who model tutoring make both concrete and visible the ideal of the school valuing its students.

Overall, tutoring helps students engage in activities that build community, self-esteem, and responsibility along with academic and social skills.

Developing an Effective Tutoring Program

Tutoring programs can be developed successfully at the classroom or school level without elaborate effort or expense. However, creating an effective program does require careful thought and can best be accomplished by including certain key elements.

Keys to Success

Five critical elements of program development can not be overlooked if a successful program is to emerge and flourish. Extensive study of similar types of programs has yielded the following components that are required for long-term success.

Specified Goals. All programs need to establish goals, and tutoring programs are no exception. These goals should include both long- and short-term objectives. They should be fashioned as goals not just for the tutees but also for the tutors.

Goals are the directions we give ourselves when we know that an outcome is ahead. Both tutors and tutees

will have more control over the outcome of the tutoring if teachers and students identify goals in advance and then evaluate program effectiveness based on those goals. Following are several examples:

- Curriculum goal: To introduce content through experiences that allow the student to think, act, and communicate effectively in the school and community.
- Program goal: To decrease the failure rate in a particular class or grade or to increase achievement scores on specific tests.
- Individual tutor goal: To identify responsibilities necessary to helping other students or to demonstrate positive verbal and nonverbal skills in a tutoring relationship.
- Individual tutee goal: To increase grade-level reading scores or to decrease failing test scores in math.

Structured Program Design. A careful program design outlines the planning, implementation, and reflection or assessment stages that the program will incorporate. Without a clear design, a tutoring program can fall apart over details. The next section, "Getting Started: 16 Steps," sets out a reasonable blueprint.

Prior to beginning the tutoring service, questions related to logistics and operational details must be answered. Teachers need to think about how to recruit and train tutors, how to obtain any necessary funding, and how to identify and "customize" tutoring sites. Scheduling the tutoring sessions and determining how to match tutors and tutees are other key logistical concerns.

Knowing what has been successful and what should be changed is important to program improvement. Thus some thought must be given to creating a reflection and assessment component from the very beginning. A well-structured program design will feature both formative ("in the process") and summative ("end point") evaluation.

The program design also should include a public relations component to let others know about the availability of tutoring and to spread the "good news" about tutoring in order to encourage others to participate and to maintain funding.

Adequate Training. Without proper training and preparation, success will be accidental, not predictable. Everyone involved in the tutoring program should be trained at the appropriate level of involvement. The tutors should receive the greatest attention in the area of training.

Training should occur over a sustained period of time in order to allow the student tutors time to practice their new skills and refine their teaching approaches. The total length of training will vary with the age of the tutor. For a high school program, 45 hours of training is recommended. For a middle school program, 30 hours of training is recommended; and for an elementary program, 20 hours of training is recommended.

Weekend retreats have become rather popular, but they may not be very effective. While the total number of required training hours may be met through a retreat setting, the sustained time needed for practice, reflec-

tion, and refinement is not possible in two or three days. It is important to remember that the tutor is not a professional and does not come skilled for this role. Critical to the success of each student, as well as the program, is the provision of adequate time for practice, reflection, and refinement. A later section, "Training Tutors," provides details about this key to success.

Well-Matched Tutors and Tutees. Considering the strengths and needs of both students is important. The initial assignment will affect the degree of satisfaction on the part of both the tutor and the tutee and may color how well future tutoring matches work.

The assignment should consider not only academic and social strengths and needs, but also preferred learning and working styles. As suggested earlier, an older student with interest but less academic skill often may be very successful if placed with a younger student who demands less rigor in academics. (Fastback 384 *Strategies for Educating Diverse Learners*, by Rita Dunn, is a useful resource about learning styles.)

Regular Supervision and Support. Part of the role of the coordinator, program developer, or teacher is to provide ongoing training for the tutors. To determine what type of training is most helpful, there must be ongoing supervision of the students in their role as tutors. The supervision function is one of observation, suggestion, demonstration, and modeling. The support function includes encouraging the students, challenging them to do their best, and helping them to move beyond their comfort level in improving their skills.

This element relates to the developmental notion that when we have a new and meaningful role, we must abandon our old ways of solving problems to enter into more complex ways of thinking. Doing so often creates some anxiety on the part of the learner, because it is new territory. However, if this challenge is faced knowing that solid support is readily available, students — both tutors and tutees — can learn new ways to solve problems.

Getting Started: 16 Steps

Following is a 16-point, sequential checklist that will be helpful in launching a tutoring program. These points are addressed to the program developer or teacher who will be overseeing the program.

1. Develop a personal awareness of tutoring work. Tutoring is teaching — but different. The professional will benefit from becoming familiar with different types of tutoring programs and with research on the effects and outcomes of tutoring programs.

2. Assess students' needs for tutoring. What needs are critical, and how can a tutoring program meet those needs? No two tutoring programs are necessarily designed to meet the same kinds of needs.

3. Determine a rationale for tutoring. Once the needs have been identified, sketch out the purpose for using tutors to meet those needs. Why is tutoring the best way to meet the needs?

4. Identify the population to be served. In the needs assessment it should be clear who needs to be served. When selecting the students to be served, consider which students have the potential for obtaining the

most benefit from tutoring. Remember that tutoring is not a panacea, but it can help both tutors and tutees reach specific academic and social goals.

5. State the program goals. Write down the goals and specify what type of goals they are and who will be served by striving to reach those goals.

6. Obtain administrative support. Depending where you enter this list of steps, you may be the administrator and already have the necessary support. If not, be sure to speak with all of the constituents necessary to rally needed help.

Steps 7 through 9 apply to tutoring programs that involve the entire school or at least several classrooms.

7. Create a staff team. This team will be advocates and leaders. The common goal of developing a tutoring program is best implemented on a larger scale by generating total involvement from affected staff.

8. Agree on a common tutoring philosophy based on collaboration. As the team and administration work together, a philosophy should emerge about how best to serve students through tutoring.

9. Establish an advisory council. The advisory council should be composed of parents, other school officials, support personnel, and community resource persons. This group assists in broadening the base of support and understanding that is necessary for a large-scale tutoring program.

The remaining steps will vary according to the scope of the tutoring program.

10. Design a program to address the stated goals. Large-scale programs will involve the staff team and the advisory council in this activity.

11. Prepare an operational budget. The budget should include costs of materials, travel, postage, and necessary personnel and should secure appropriate funding.

12. Recruit and train student tutors. For a classroom program, the teacher may want to take selected students aside and ask whether they would like to become peer tutors or tutors for younger students. Large-scale programs may use posters, flyers, and word of mouth to recruit both potential tutors and potential tutees. Some form of screening procedure may be needed.

13. Train the tutors. The training should include provisions for ongoing supervision and training.

14. Match tutors and tutees. This also will involve addressing logistical questions, such as when and where tutors and tutees will meet and work.

15. Institute both formative and summative evaluations. Determine program assessment measures. Clarify how you plan to assess the success. Throughout the program, collect data that will assist in the evaluation, both during and at the end of the program.

16. Refine the program based on the outcomes of evaluation. And prepare to start the next cycle.

Training Tutors

Age-appropriate training is essential to program success. Tutors need to understand how to work with another student, whether that student is a classmate or a younger child.

General topics to be covered at each level of training include: an orientation to the role of tutoring, developing healthy helping relationships, learning to use communication skills that effectively share information, identification of behaviors conducive to successful tutoring sessions, principles of how people learn, skills related to motivating others to want to learn, how to approach content using a variety of strategies, how to report on learning progress.

These topics are included in the training agendas for elementary, middle, and secondary students. The differences among these agendas are the amount of material included and the level of sophistication of the material. All of the topics are important and should not be neglected. In the following training agendas, these topics are allotted fairly specific amounts of time. However, these agendas should be taken as general guides and adapted as necessary to "fine tune" the training to meet the tutors' needs. Session length may vary from 20 minutes to an hour.

Elementary Tutor Training Agenda

1. Orientation (2 sessions)
2. Helping Relationships (4 sessions)
3. Communication Skills (6 sessions)
4. Behavior Management (2 sessions)
5. Content Area Tutoring (6 sessions)

Total: 20 sessions

Middle Grades Tutor Training Agenda

1. Orientation (3 sessions)
2. Helping Relationships (4 sessions)

3. Communication Skills (6 sessions)
4. Behavior Management (3 sessions)
5. Principles of Education (4 sessions)
6. Content Skills (7 sessions)
7. Management of Records and Evaluations (3 sessions)

Total: 30 sessions

High School Tutor Training Agenda

1. Orientation: Role Definition and Identification (5 sessions)
2. Helping Relationships: Understanding the Nature and Characteristics of Helping (6 sessions)
3. Communications: Verbal and Nonverbal Skills (6 sessions)
4. Behavior Management: Understanding Self-Management and Motivation (3 sessions)
5. Principles of Education as Applied in Tutoring (2 sessions)
6. Roles, Responsibilities, and Procedures in Tutoring (5 sessions)
7. Content Area Instruction Through Tutoring (13 sessions)
8. Recordkeeping Functions in Tutoring (2 sessions)
9. Evaluation in Tutoring (3 sessions)

Total: 45 sessions

The students must learn that, as tutors, they have the opportunity to make a real change in another person's life, and so they need to value this chance to make a

difference. They must see themselves as unique and special and treat others in the same way. These philosophic underpinnings should be woven throughout a solid training experience.

The training itself should be guided by the concept of learning by doing. We know that students learn best when they are actively involved and have concrete experiences that satisfy their own interests, needs, and learning styles. These tutors are continually succeeding, have a good self-concept, and are self-motivated. The principles of learning used in the training modules should include modeling, role playing, reading, and interpersonal activities. If the training is done in this manner, by the end of the training period students should be able to analyze their own training and carry those same principles forward into tutoring.

I recommend that each session focus on an activity that engages students in practice and reflection. This strategy is driven by identifying the target information and developing ways to help students learn it. Except for discovery lessons, each session should begin with identifying the objective and stating how attainment of that objective will be evaluated. This general teaching model is consistent with both inquiry and constructivist models that allow the students to frame their own learning within the context of the experience presented to them.

While the training sessions should consist largely of student-centered activities, homework also may be useful. Assignments may include a reading, a journal reflection, a survey, a tabulation of opinions, or other work.

Frequently Asked Questions About Tutoring

The types of questions most often asked about tutoring center on logistics: organization, management, and implementation, particularly of schoolwide tutoring programs. Following are frequently asked questions.

What is the best location for tutoring to occur?

Tutoring can take place in a classroom or a designated place outside a classroom. The location of the tutoring sessions depends a great deal on the age of the students and the amount of supervision that will be required.

Supervision in this sense does not mean merely controlling behavior. Students need feedback on their tutoring sessions regarding behaviors that lead to success in tutoring. Both tutors and tutees need supervisors to provide an observer's overview of how they each are doing in working toward their goals.

A location that provides the greatest opportunity for observation is the regular classroom to which the tutee

is assigned. This setting allows the classroom teacher opportunities to observe, non-intrusively, many of the reactions and responses of the tutee, as well as the effectiveness of the student tutor.

How can a classroom tutoring area be set up?

A space in the room can be designated for tutoring sessions. This space might be at the side or in the back of the classroom. A small divider can be helpful but is not required. There should be a bookcase, file cabinet, shelves, or drawers nearby to hold the materials for tutoring and a folder for each tutee. A clock or a kitchen timer for the tutor to use in timing the sessions also can be helpful.

What are some alternative locations for tutoring, instead of a classroom?

Some areas that have proven to be successful include: a commons area outside the grade-level classrooms, the school library, the cafeteria, and a specified tutoring room. In fact, some students prefer to leave their regular classroom for tutoring, especially if tutoring is seen as somewhat stigmatizing. (If being tutored is seen as a stigma, this is an internal "PR" problem that needs to be addressed. Tutoring should be viewed as a positive experience for all students, not an activity reserved for "dummies.")

An inherent problem in assigning alternative sites for tutoring is the distancing of the classroom teacher from the tutoring sessions. When the classroom teacher is uninvolved in the sessions, there tends to be less teacher identity with the program and, therefore, less involve-

ment and teacher support. Teachers take more ownership of the tutoring program if the sessions occur in the classroom. However, regular communication between the tutors and the teachers of the tutees can overcome this problem.

An advantage of maintaining a single, central location for tutoring is that one person can supervise all of the tutoring and be available on the spot for help. Having a central location for materials, folders, timers, and so on also can be an advantage.

What is the optimum length of a tutoring session?

Most tutoring sessions can be effective if they are highly structured and last only about 10 minutes. For tutors working with K-8 tutees, 10 focused minutes of instruction are adequate.

For older students, 10 minutes is still maximally efficient, unless the students are working in areas that require longer thinking processes, such as in higher math or science courses. In those cases, 15 minutes can be more appropriate.

Many programs provide tutoring sessions that last longer than 10 minutes. However, when tested against tutoring programs that focus on a one-to-one tutor/tutee ratio for intense sessions of 10 minutes duration, the longer sessions do not yield greater results.

How can tutors be trained to stick to the intensive, 10-minute limit?

The 10-minute session should be used to practice skills or previous information not yet mastered. Those are the usual activities of tutoring. During their train-

ing, tutors need to practice appropriately using the 10-minute session so that they can maximize their time on task with a tutee. The use of the timer creates a focus on the importance of time and helps to structure that time for the tutor. When the bell rings, that is the signal to evaluate the session and complete the evaluation forms for the session. The feedback to the tutee should be immediate and specific.

How many tutees should be assigned per tutor?

The number of tutees that a tutor can handle depends on the total length of time dedicated to tutoring. Student tutors should tutor only one student at a time. They should use 10 minutes for direct tutoring and then spend another one or two minutes to complete the daily evaluation.

If the time allotted to tutoring is about 45 minutes, then a tutor can see three or four tutees during that time. For most student tutors, three or four tutees is a reasonable "load," regardless of the age of the tutors or tutees. Elementary-age tutors may be more comfortable working with only one or two tutees.

How should tutoring periods be scheduled during the school day?

First of all, scheduling during the school day — rather than before or after school — is important. It demonstrates to students and parents that this service is worthwhile and deserves a degree of priority. Such placement clearly emphasizes the importance of ensuring that all students are successful.

Beyond this consideration, sessions can be scheduled at any time. In high schools, it is optimal if the tutoring

program is incorporated into the academic schedule or is seated in a regular class period. Both tutor training and the actual tutoring can be slotted into the same time frame. Scheduling a tutoring class before or after a lunch period can be helpful in providing flexibility for students entering and exiting tutoring sessions. This time frame also is helpful if the student tutors will be traveling to another school to do cross-age tutoring.

In the middle grades, several common features of middle school schedules offer possible tutoring times:

- during homebase/advisory time;
- during elective/enrichment/rotation course time; or
- during a rotating activity period that occurs at least three times a week.

Tutoring in the middle grades also can be created as a pull-out program in which grade-level teams coordinate the sessions.

In the elementary school, the student tutor can provide service during a designated activity period, an unstructured playground time, or on a rotating pull-out time.

Many schools use part of the lunch period for tutoring. While this provides an alternate time for the tutoring, it also involves the sacrifice of one of the important social times within the school day. It is important to preserve the few chances that students have during the school day to interact and socialize with friends. Sacrificing lunch and limited social time is inappropriate because it casts tutoring in a punitive light.

Scheduling tutoring during school hours is difficult, so why not simply schedule tutoring sessions either before or after school?

Scheduling tutoring sessions before or after school is a simplistic scheduling "solution" that can create more problems than it solves, quite apart from diminishing the image of tutoring as an activity that is highly valued by the school.

Before-school tutoring time is predicated on everyone getting to school at the same time, which is seldom the case, particularly in larger high schools. It also may be a difficult time for students to concentrate, particularly if students are likely to feel rushed between the tutoring session and the start of the school day.

When the tutoring is planned for after school, considerations also must be given to competing school activities, such as band, athletics, jobs, and home responsibilities. Just like other after-school programs, after-school tutoring may not be available to students who must provide their own transportation. Or transportation must be provided to both tutors and tutees by the school, which is likely to be an added expense.

Because of the problems inherent in before- and after-school tutoring programs, it also is likely that fewer tutors will be available, which may limit opportunities for tutees. If tutees need to receive tutoring several times each week, the problem necessarily will be compounded.

What are some alternative ways to transport cross-age tutors?

Often the transportation problem boils down to a matter of financial liability more than a matter of logistics,

and it is a good idea to consult with the school district's legal counsel before making any kind of transportation arrangement.

Older students who have a valid driver's license and use of a vehicle may be able to provide their own transportation. Adult volunteers may be able to transport students. And students may be able to walk or bicycle to the tutoring location. In most cases, however, because tutoring is a school activity — whether conducted before, during, or after regular school hours — the school district will be held liable for students' safety. Many boards of education carry coverage for student activities off campus. Just like athletics, tutor travel may be covered under the same contract.

What materials are best used in tutoring?

Practice in using various types of materials to create interest and motivation should be part of the training program. Tutors need to understand the basics of different learning styles and reading approaches. They need to know a variety of ways to use audiovisual tools; they need to be able to introduce vocabulary in many different ways; they need to be able to use manipulatives in reinforcing mathematics. Therefore, the materials should reflect the variety of approaches to the many topics and skills identified for the tutee.

Skill games can be made and played. Transparencies can be developed. The tutee can write on the transparency and then view it on an overhead projector. Reading passages from texts or other books should be accessible. Hands-on material for teaching math can include

calculators, rulers, dice, geoboards, puzzles, pattern pieces, transparency shapes for the overhead, clocks, watches, money, protractors and many more. If tutors are working with very young children, materials might include flannel boards for letter or color recognition, tape players to record passages and then listen, drawing paper to record stories, read-along-tapes, big books, and puppets.

There is no limit to the type of things that students and teachers can make so that the materials used in tutoring are varied and interesting.

Are any subjects inappropriate for tutoring?

No. At all levels, the first areas usually tackled are reading and mathematics. If the program is just beginning, then these two areas are the recommended subjects with which to start. At the high school and middle school levels, a problem reader has difficulty in science and social studies, because of the heavy reliance on texts. If students are reading texts that are too difficult, then a "content reading approach" can be used for tutoring. What that means is that the vocabulary, decoding, and comprehension skills are all taught through the subject of science or social studies or both. Simultaneously, concepts and skills particular to either science or social studies also can be taught.

If the tutoring program has been operational for at least two years, the coordinator can branch out to other subjects. It is at this time that the opportunity for more school involvement occurs. When such subjects as biology, physical science, French, or physical education

are added, more and different types of students will emerge as tutors, for they will be likely to see that they can contribute.

In long-standing tutoring programs, tutors are more likely to be able to work with tutees who are not in danger of failing but rather may have difficulty remembering French vocabulary or be unable to serve a volleyball.

Should credit be given for tutoring?

If tutoring is established as a class, then there is no reason not to grant credit. Much tutoring is voluntary, however, and not organized as a class. At the same time, many schools have instituted credit for community service and, indeed, may require some form of community service for high school graduation. In this case, tutoring may fulfill a service learning requirement.

Conclusion

The steps to developing a successful tutoring program are not beyond the ability of any school. Tutoring can involve everyone in the school community. Starting about the third grade and on through high school, students can be involved in tutoring activities with their peers or with younger students.

Organizing a tutoring program takes committed individuals who believe that students have something to share, can be partners in their own learning, and want to have a more inclusive community feeling within the school. A good tutoring program takes time to plan and time to implement. But when the tutoring process becomes operational, it begins to take on a life of its own. Student tutors will demonstrate their capacity for improvement and growth. When they turn to each other for assistance, students will be creating new attitudes about learning and helping. These new learnings and attitudes are what make peer tutoring programs a strong means of focusing students' attention on academic performance. The time spent to develop a tutoring program is worth the investment.

Program evaluation is critical to keeping the tutoring effort on track and credible. There must be data to sup-

port the effects that will be evident to anyone who observes the program. But anecdotal observations are not enough. There are many ways to collect data. If tutoring is designed to make a difference in school attendance, then the program leader must record changes in attendance for both tutors and tutees. If tutoring is designed to address behavior problems, then the numbers of suspensions and reported problems must be noted and compared. If tutoring is designed to improve grades and test scores, then those must be examined. And so on.

The point is that tutoring can be successful — and that success can and must be demonstrated in order for the tutoring program to gain wide support and acceptance.

John Dewey, known as the father of democratic education in the United States, was known to have strong feelings about what schools should provide, what they should espouse, and how they should be organized. He believed in schools that give students a sense of community, ownership, and value. His belief encompassed the philosophy that children learn responsibility and reliability by participating in their own learning and by applying their formal learning to real-world experiences. Peer and cross-age tutoring offers not only an opportunity to improve test scores but also a chance for students to feel productive, to feel valued as learners who can share their knowledge, and to feel as though they can be responsible for learning.

Tutoring can help to create such a new community within the school and can push the walls out a bit further, as these very important feelings are shared.

Resources

The National Peer Helper Association can be a valuable contact:

National Peer Helper Association
P.O. Box 2684
Greenville, NC 27858
(919) 522-3959

This association includes professionals who train others, primarily youth, in peer helping roles, such as tutoring, counseling, mediation, facilitation, mentoring, buddy programs, and support group leaders. There is an excellent quarterly journal, *The Peer Facilitator*, which provides the most recent research in all areas of peer work, as well as descriptions of new programs and training ideas. The association also provides a newsletter and other printed material and holds an annual conference.

Listed below are articles and books that deal with tutoring and related peer programs.

Ehly, S.W., and Larsen, S.C. *Peer Tutoring for Individualized Instruction*. Boston: Allyn & Bacon, 1980.

Foster, E. *Tutoring: Learning by Helping*. Minneapolis: Educational Media Corporation, 1992.

Foster, E., and Tindall, J. "Establishing a Peer Helping Program: Step by Step." *Theory Into Practice* 2, no. 1 (1992): 40-44.

Foster-Harrison, E. "Peer Helping in the Elementary and Middle Grades: A Developmental Perspective." *Elementary School Guidance & Counseling* 30, no. 2 (1995): 94-104.

Foster-Harrison, E. "Developing a Rationale for Peer Programs: Towards a Healthier Future for Youth." *Peer Facilitator Quarterly* 11, no. 4 (1994): 31-36.

Kehayan, V.A. "Peer Helping: A Powerful Force." *Student Assistance Journal* 5, no. 3 (1992): 20-24.

Swengel, E. "Peer Tutoring: Back to the Roots of Peer Helping." *Peer Facilitator Quarterly* 9, no. 4 (1991): 28-32.

Tindall, J.A., and Salmon, S. *Peers Helping Peers Program for the Preadolescent: Leader Manual*. Muncie, Ind.: Accelerated Development, 1980.

Phi Delta Kappa Fastbacks

Two annual series, published each spring and fall, offer fastbacks on a wide range of educational topics. Each fastback is intended to be a focused, authoritative treatment of a topic of current interest to educators and other readers. Several hundred fastbacks have been published since the program began in 1972, many of which are still in print. Among the topics are:

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Phi Delta Kappa Educational Foundation

The Phi Delta Kappa Educational Foundation was established on 13 October 1966 with the signing, by Dr. George H. Reavis, of the irrevocable trust agreement creating the Phi Delta Kappa Educational Foundation Trust.

George H. Reavis (1883-1970) entered the education profession after graduating from Warrensburg Missouri State Teachers College in 1906 and the University of Missouri in 1911. He went on to earn an M.A. and a Ph.D. at Columbia University. Dr. Reavis served as assistant superintendent of schools in Maryland and dean of the College of Arts and Sciences and the School of Education at the University of Pittsburgh. In 1929 he was appointed director of instruction for the Ohio State Department of Education. But it was as assistant superintendent for curriculum and instruction in the Cincinnati public schools (1939-48) that he rose to national prominence.

Dr. Reavis' dream for the Educational Foundation was to make it possible for seasoned educators to write and publish the wisdom they had acquired over a lifetime of professional activity. He wanted educators and the general public to "better understand (1) the nature of the educative process and (2) the relation of education to human welfare."

The Phi Delta Kappa fastbacks were begun in 1972. These publications, along with monographs and books on a wide range of topics related to education, are the realization of that dream.